

# Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEA  2017 OCT 26 PM 3:57  TEA  2017 OCT 26 PM 3:57 </div>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;"> Document Control Center, Grants Administration Division  Texas Education Agency, 1701 North Congress Ave.  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> , (512) 936-6060	

## Schedule #1- General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Elgin ISD	11902		
Vendor ID #	ESC Region #		
	13		
Mailing address	City	State	ZIP Code
1002 Ave C	Elgin	TX	78621
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Amanda	N	Brantley	CTE Coordinator
Telephone #	Email address		FAX #
512-281-3438	amanda.brantley@elginisd.net		512-281-9804
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Ricardo		Reyes	Principal
Telephone #	Email address		FAX #
512-281-3438	ricardoreyes@elginisd.net		512-281-9804

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Jodi		Duron	Superintendent
Telephone #		Email address	FAX #
512-281-3434		jodi.duron@elginisd.net	512-281-5388

Signature (blue ink preferred)

Date signed

*Only the legally responsible party may sign this application*

10/25/2017

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	13		
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#### Authorized Official:

First name	M. I.	Last name	Title
Jodi		Duron	Superintendent
Telephone #	Email address		FAX #
512-281-3434	<a href="mailto:jodi.duron@elginisd.net">jodi.duron@elginisd.net</a>		512-281-5388
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule 12—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 11902

Amendment # (for amendments only)

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4 – Request for Amendment (cont.)**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #6—Program Executive Summary**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Currently, Elgin High School offers a four year pathway to students in welding. The courses currently offered are Agricultural Metal and Mechanics, Welding I, Welding II, and Practicum in Agriculture, Food, and Natural Resources. The sophomore level course leads to 3 hours of articulated credit with Austin Community College. In the 2017-2018 school year, 132 students are enrolled in the pathway, representing just under 10% of the total campus population. Of the students in the Welding Program, 58.6% are Economically Disadvantaged, 9% have Limited English Proficiency, and 40.6% are considered at risk of not graduating. The demographics of the Welding Program closely mirror those of the campus as a whole of 64%, 9.8%, and 61.39%, respectively. In partnership with the Workforce Solutions Board of the Rural Capital Area, we have identified the category of Pipefitters, Plumbers, and Welders as a high skill, high wage, and high demand occupation. Locally, this career projects an annual salary of \$49,136.00 and has projected annual openings of 1,425, which is a 24.71% increase in employment rate.

The Perkins Reserve Grant will be used to update curriculum, certifications, and equipment in the existing Welding Program at Elgin High School. This will align the skills students are learning with both college and industry standards, as we are able to acquire equipment that has been identified as necessary by our advising partners. Our intention is to upgrade the Welding Program equipment to meet Austin Community College standards which will allow us to grant students industry recognized certification through the American Welding Society. Students may also gain an Occupational Skills Award and Level I Certification from Austin Community College, in which all hours acquired for these purposes will transfer seamlessly to the Associated of Applied Science degree in Code Welding. We are working in coordination with the Plumbers and Pipefitters Union Local 286 to ensure that the skills and certifications we wish to offer are beneficial to students wishing to enter an apprenticeship program after graduation.

The partners working with Elgin ISD to enhance our Welding Program are Dynamic Manufacturing Solutions of Austin, Texas, Johnson Architectural Metal Company (JAMCO) of Atlanta, Georgia with a plant based in Bastrop, Texas, Austin Community College, and Plumbers and Pipefitters Local Union 286 in Austin, Texas. This allows us to have input from two industry partners and two post-secondary education partners. We believe that this is beneficial in understanding the needs of industry and the prerequisite skills students should have prior to entering a training program. Both Dynamic Manufacturing Solutions and JAMCO are committed to working with our welding program students in several competence building ways, including: class field trips, class on-site demonstrations utilizing industry-specific equipment provided by the partner, select classes taught by partner employees, teacher professional development at the partner facility, student internships, and interviewing students after graduation for the intention of full-time employment.

Major equipment upgrades, as suggested by our industry and post-secondary education partners, will include: TIG and MIG welding machines, welding booths, ventilation machines, an electrode storage oven, and skilled use hand tools. This upgrade and addition of equipment will allow students to work with the same equipment that is utilized in industry and gain skills that have been deemed necessary by our partners. Skill development centering around this equipment will be implemented by instructors, as determined through skills mapping exercises with the industry and post-secondary education partners.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In addition to upgrade of equipment, our teachers will attend professional development activities to refine their technical skills and become qualified as trainers for industry recognized and recommended certifications. Through this, our teachers will earn the distinction of Certified Educator and Certified Inspector through the American Welding Society. Our instructors will be able to deliver course content and exams for the American Welding Society Level I Certification. All students enrolled in the Welding II course will have the opportunity to earn this certification. Our instructors will also receive training that will allow them to deliver content and train students to earn an OSHA 30 Hour Safety Card for General Industry. This has been deemed beneficial by all of our current partners, and is transferrable to any industry, as it is not welding specific.

Elgin High School currently has an Early College High School program in place with Austin Community College as our partner Institute of Higher Education. The addition of workforce credit hours that will build toward an Associate's of Applied Science Degree will be mutually beneficial for both the Welding Program and ECHS program. Students will have the opportunity to enroll in core courses currently offered through the ECHS program, which will allow them to be even closer to completion of an AAS upon their graduation from Elgin High School. Additionally, all students at Elgin High School are eligible to enroll in a rigorous Advanced Placement Program with the opportunity to earn up to 36 college credit hours through AP testing.

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**Schedule #8—Program Budget Summary**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2050	\$	\$	\$2050
Schedule #8	Professional and Contracted Services (6200)	6200	\$7360	\$	\$4860	\$2500
Schedule #9	Supplies and Materials (6300)	6300	\$18590	\$	\$10140	\$8450
Schedule #10	Other Operating Costs (6400)	6400	\$12200	\$	\$10200	\$2000
Schedule #11	Capital Outlay (6600)	6600	\$34800	\$	\$34800	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$75000</b>	<b>\$</b>	<b>\$60000</b>	<b>\$15000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$60000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3000
This is the maximum amount allowable for administrative costs, including indirect costs:	

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By TEA staff person:

Schedule #7 — Payroll Costs (6/100)					
County-district number or vendor ID: 11902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$1800
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$225
28	6140 Employee benefits			\$	\$25
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$1800
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$2050

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Professional and Contracted Services (6200)			
County-district number or vendor ID: 11902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Program Audit – qualify for AWS testing site	\$2760	\$
2	Test Site Accreditation – finalize AWS testing site	\$2400	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$4860	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$2500
(Sum of lines a, b, and c) Grand total		\$4860	\$2500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 11902		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$10140	\$8450
<b>Grand total:</b>		<b>\$10140</b>	<b>\$8450</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 11902		Amendment number (for amendments only):	
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10200	\$2000
<b>Grand total:</b>		<b>\$10200</b>	<b>\$2000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (\$600)					
County-District Number or Vendor ID: 11902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Iron Worker, Edwards 55 Ton	1	\$10000	\$10000	\$
20	Sheer, National NH 4825	1	\$18000	\$18000	\$
21	Horizontal Band Saw	1	\$6800	\$6800	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
Grand total:				\$34800	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12--Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	78	58.6%	Campus percentage of 64%
Limited English proficient (LEP)	12	9%	Campus percentage of 9.8%
Attendance rate	NA	93.7%	District percentage of 95.4%
Annual dropout rate (Gr 9-12)	NA	0.5%	District percentage of 0.6%
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	50%	Jason Suarez, 4 years experience
6-10 Years Exp.	1	50%	Josh Warner, 10 years experience
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree	2	100%	
Master's Degree		%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										3	35	45	49	132

Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										0.5	0.5	0.5	0.5	2

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By TEA staff person:

**Schedule #13 – Needs Assessment**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers and CTE administrator met with each of the partners: Austin Community College, Austin Regional Manufacturing Association, Dynamic Manufacturing Solutions, JAMCO, Plumbers and Pipefitters Union Local 286, and Rural Capital Area Workforce Solutions Board. The teachers discussed current curriculum and specific skills being taught. Partners revealed challenges for individuals entering the workforce and the issues they see in hiring. Commonalities and overlap were identified, and the ISD asked for specific direction in what they should offer to students.

The following priorities were established:

- American Welding Society training for teachers
- American Welding Society certification for students
- Occupational Skill Award from Austin Community College for select students
- Level I Certificate from Austin Community College for select students
- Additional college credit hours towards an Associate's of Applied Science Degree from Austin Community College
- OSHA 30 hour safety certification for students
- Teacher summer externships within industry
- Student field trips and internships

Throughout the span of the grant and into the foreseeable future, this group of stakeholders will continue to meet. A skills map will be developed and areas of need will continually be reviewed and updated. As needs for the program are met and new needs identified, each of these partners will have a voice in the process and any changes will be communicated after group discussion and consensus.

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By TEA staff person:

**Schedule #13--Needs Assessment(cont.)**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teachers trained and qualified to deliver American Welding Society certification course.	Provide professional development and travel for teachers to become Certified Educators and Certified Instructors through the American Welding Society.
2.	Bring shop and equipment to community college and industry standards.	Purchase and install equipment needed for instruction. Upgrade facilities to meet needs of high school program, community college program, and industry needed skills.
3.	Teachers trained and prepared to deliver OSHA 30 hour safety training course.	Provide professional development and travel for teachers to become OSHA 30 hour safety course instructors. Outside training for students currently enrolled in the capstone level Practicum course to obtain 30 hour safety card early in the Spring 2018 semester.
4.	Opportunities for students to visit places of employment.	Transportation and bus driver pay for students and teachers to visit local industry facilities and substitute pay to cover teachers' classes.
5.	Teacher externship opportunities.	Coverage of teacher liability insurance, as needed, in their participation in externship opportunities. Travel to and from training sites for teachers.

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**Schedule #14 – Management Plan**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Career & Technical Ed Coordinator	Ability to meet with industry and post-secondary education partners, provide oversight for grant and expenditures, provide support for teachers
2.	EHS Teachers	Desire to learn new skills, become certified as AWS educators and inspectors, and carry out programming to support student acquisition of skills needed by local industry
3.	Post-Secondary Advisors	Provide advisement on dual credit and preapprenticeship programs, needs for equipment and facilities, and provide faculty for dual credit courses
4.	Industry Advisors	Give input on skills needed by students to enter the industry, provide oversight of curriculum development, grant access to site visits for students and teacher externships
5.	Workforce Development	Rural Capital Area Workforce Solutions staff, Elgin Chamber of Commerce, and Bastrop County Economic Development provide continual advisement on local workforce needs

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Offer AWS certification.	1. Teachers will participate in pre-conference training	01/01/2018	02/01/2018
		2. Teachers will attend AWS seminars	02/25/2018	03/02/2018
		3. Teachers will become AWS Certified Educators	03/02/2018	03/02/2018
		4. Teachers will become AWS Certified Instructors	03/02/2018	03/02/2018
		5. Students in Practicum course will earn certification	04/01/2018	05/15/2018
2.	Offer college level course work.	1. Meet with industry and education partners	9/15/2017	08/30/2018
		2. Make final determination of equipment needs	11/01/2018	12/15/2018
		3. Purchase and install new/updated equipment	12/15/2018	01/15/2018
		4. Shop inspection by Austin Community College	2/15/2018	03/01/2018
		5. Begin dual credit and evening classes	08/15/2018	08/15/2018
3.	Offer OSHA 30 hour safety training.	1. Teachers will earn OSHA 30 hour cards	12/15/2018	01/15/2018
		2. Teachers will attend OSHA instructor training	01/15/2018	03/15/2018
		3. Students will receive OSHA training	04/01/2018	05/15/2018
		4. Students will earn 30 hour OSHA safety card	05/15/2018	06/01/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Provide students with industry exposure.	1. Students will visit Dynamic Manufacturing facility	12/15/2018	01/15/2018
		2. Students will visit JAMCO facility	01/15/2018	02/15/2018
		3. Students will visit EVS Metals facility	02/15/2018	03/15/2018
		4. Students will visit Union apprenticeship program	03/15/2018	04/15/2018
		5. Students will visit ACC campuses and programs	04/15/2018	05/15/2018
5.	Obtain in-the-field experience for instructors.	1. Industry partners will determine skills list	10/15/2017	01/15/2018
		2. Teachers will identify area of skill development need	01/15/2018	03/15/2018
		3. Teachers will meet with DMS lead welder	06/01/2018	06/15/2018
		4. Teachers will work alongside DMS staff	06/01/2018	07/15/2018
		5. Teachers will participate in DMS hiring skill test	07/15/2018	07/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently we have welding-specific and general CTE program advisory boards in place. These committees meet twice yearly and are comprised of teachers, administrators, students, parents, and industry members. They are charged with annual review of the program, including curriculum, skills taught, equipment and facility adequacy. In the spring meeting, the committee reviews the suggestions that have been made and goals that were set and their progress. When adjustments to the goals and objectives are necessary, it is discussed by the CTE teachers and administrator. Information is sent out to the advisory board members as needed.

Elgin ISD undergoes a continual needs assessment process to inform our district and campus improvement plan. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site based decision team meetings. From these decisions, we determine what products or services we need to purchase to improve student performance. Aside from the campus and district processes for needs assessment, we hold district meetings to support campus level personnel in making informed decisions for student programming. District personnel help inform the master scheduling process, train and support campus instructional specialists and interventionists, and train and support campus administrators so they can better support their teachers and students. These meetings are ongoing and are tailored around the needs of the campuses we serve. This may include lesson planning with teachers, model teaching in their classrooms, or sharing hands-on activities and formative assessments that will help support the deficient skill. Overall, there is a high level of discourse and dialogue related to progress and performance of our teachers and learners to yield positive student academic outcomes.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current efforts in expanding this program lie in working with local industry entities and community college staff. Dynamic Manufacturing Solutions of Austin, Texas and JAMCO of Bastrop, Texas are both advising companies for our CTE program. Each of these companies has agreed to allow our students to interview with them for full-time positions upon graduation from high school. We are currently working with Austin Community College to increase student college credit from the current 3 hours that are articulated with our Welding Program to a full Level I certificate. In order to coordinate efforts to maximize effectiveness of the grant funds, we are working to use large portions of our Perkins Formula and State CTE Allotment amounts to begin efforts in purchasing the needed equipment for this program expansion. One of the main practices in keeping our industry and community college partnership committed to the project success is allowing them to have a large voice in the project advisement. Industry partners are granted the first opportunity to interview students as they graduate, providing them with a steady pipeline of qualified employees. Austin Community College also plans to open evening and summer classes using the enhanced facilities. This will allow them to offer more workforce programs, which has been a popular request of the Elgin community.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Survey Methods	1.	% of students believing the program has helped increase technical skill
		2.	% of teachers believing the program has increased student skill obtainment
		3.	% of parents who believe the program is beneficial
2.	Pre/Post Test with Control Group	1.	% change in student skill on simulated entry-level test with industry partner
		2.	% change in student offered internship opportunities in high school
		3.	% change in students enrolling in welding programs post-secondary
3.	Formative Assessment (Completed each 6-weeks)	1.	Actual students earning AWS certification
		2.	Actual students earning OSHA 30 hour safety card
		3.	Actual students earning college credit hours toward AAS in Code Welding
4.	Key Informant Interviews (Once a term)	1.	Campus leadership believe the program is effective
		2.	Industry partners believe that program is effective and responsive
		3.	Education partners believe that program is effective and responsive
5.	Focus Groups	1.	% of randomly selected students reporting positive connection to school
		2.	% of randomly selected teachers reporting program is effective
		3.	% of randomly selected parents reporting program is effective

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Career and Technical Education Coordinator for Elgin ISD will collect data on a continuous basis from each course and section taught. Data will be collected in a manner so that specific data elements can be disaggregated by teacher, student, grade, course, and certification type cohort. For example, the Evaluation Plan will allow CTE staff and partners to quickly and efficiently determine the following, including, but not limited to: (1) Percentage of students enrolled in the Welding Program by sub-population; (2) Percentage of students enrolled in articulated credit courses; (3) Percentage of teachers qualified to grant industry certifications to students; (4) Percentage of students enrolled in dual credit courses, those that are welding specific as well as those that support obtaining an AAS degree as part of the Early College High School program; (5) Percentage of students working toward an industry certification; (6) Percentage of students on track to achieve or exceed their welding course performance goals; (7) Percentage of students on track to achieve or exceed their industry certification goals.

Teacher and student data will be collected and reviewed throughout the academic year. This includes, but is not limited to, student enrollment in high school courses, articulated courses, and dual credit courses; teacher completion of professional development and certification courses; student internship and full-time positions offered in the January 2018 – August 2018 window; Memorandum of Understanding created with Austin Community College for dual credit and workforce evening courses; number of students successfully completing OSHA, AWS, and ACC certifications; and number of students exposed to industry facilities and career preparation via field trips.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Elgin ISD along with Capital Rural Area Workforce Solutions Board, Elgin Chamber of Commerce, and the Elgin ISD Career and Technical Education Advisory Committee reviewed current programs of study in concert with the Top 25 Occupation Trends list from Texas Career Check. We reviewed advisory board data and community input from the previous three years, and all pointed to welding as a main priority. In conversation with the Rural Capital Workforce Board, it was confirmed that Plumbers, Pipefitters and Welder skills are set to be high demand, high wage careers in our area currently and well into the future. Our work with industry partners, Austin Community College, and the Plumbers and Pipefitters Union Local 286 allowed us to confirm that this is a high need area in which our students can successfully secure and maintain skilled positions.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

All students in the Welding Program will start earning college credit at the 10<sup>th</sup> grade level through an articulation agreement for 3 credit hours that apply directly to the Austin Community College AAS degree in Code Welding. Additionally, all students will participate in training for the OSHA 30 hour safety certificate.

As students advance through the Welding Program, they will have the opportunity to participate in one of two cohorts. The first cohort, which will be implemented in the 2017-2018 school year with students currently enrolled in our Practicum course, will work toward and receive the AWS certification. This will give them preferential admission to the apprenticeship program through the Plumbers and Pipefitters Union Local 286.

Students in cohort 2 will start ACC dual credit courses in their 11<sup>th</sup> grade year beginning in August 2018. These students will be enrolled in two ACC dual credit courses per semester, allowing them to complete an Occupational Skills Award within their 11<sup>th</sup> grade year, the Level I certificate in December of their 12<sup>th</sup> grade year, and earn an additional 8 credit hours toward the AAS degree in the spring semester.

All students, regardless of which cohort they participate in, will be given the opportunity to interview with an industry partner for full-time employment after graduation, beginning June 2018.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

10<sup>th</sup> Grade: Agricultural Mechanics and Metal Technologies --- Articulated to ACC WLDG 1425

11<sup>th</sup> Grade: Dual Credit – WLDG 1434, 1413, 1430, 2431 \*Earn Occupational Skills Award

12<sup>th</sup> Grade: Dual Credit – WLDG 2451, 2453, 2179, 1428 \*Earn Level I Pipe Welding Certificate

Remaining Classes for AAS in Code Welding:

POFT 1171

MATH 1332

ENGL 2311

SPCH 1321

PHIL 1301

HIST 1301

WLDG 1413

WLDG 1337

WLDG 1457

WLDG 2471

WLDG 2450

This degree plan can be completed within 4 semesters of leaving Elgin High School. As our campus is an Early College High School, it may be possible for students to take some of the remaining non welding courses prior to high school graduation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 11902

Amendment # (for amendments only)

**TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Austin Community College has assisted in identifying programs that can be turned into dual credit opportunities for students. They will continue to support in providing curriculum advisement on non-dual credit courses as well as program equipment needs and will provide faculty for dual credit and workforce courses that are offered in the evening and summer.

The Plumbers and Pipefitters Union Local 286 will help by setting up a pre-apprenticeship program, which includes advisement on the AWS certification for students. The Union allows students to attend an informational seminar each year that gives them an insight into what the apprenticeship program entails.

Dynamic Manufacturing Solutions has assisted in providing advisement on equipment and skills that they require in their entry level employees. They continue to be a partner and member of our advisory committee.

JAMCO is a structural welding company based out of Atlanta, Georgia with a new plant in Bastrop, Texas. The Vice President of JAMCO, plant manager, and Austin area job foreman have been very helpful in determining skills that students need as they enter industry. JAMCO has agreed to assist the program in the areas of field trips, internships, and full-time positions for our students.

**TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Austin Community College and Dynamic Manufacturing Solutions will both assist in curriculum development. Currently, these two entities work closely as Dynamic Manufacturing Solutions hires an average of 25% of each of the ACC program's graduating classes.

In addition to curriculum guidance, Dynamic Manufacturing Solutions is committed to providing extended learning opportunities through field trips to their facilities. They hope to hire students as paid interns during their 12<sup>th</sup> grade year and will offer our students interviews for full-time positions upon graduation from high school.

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**Schedule F17-- Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The largest investment in the Welding Program expansion is the initial teacher training and update and addition of new equipment. After the end of the grant program, Elgin ISD will sustain the program by funding dual credit as part of our Early College High School program and consumable materials through the State CTE Allotment.

Support from the Elgin ISD School Board is overwhelmingly positive and all have expressed a commitment to implement and sustain a program that will provide high quality extended learning opportunities to students. Elgin is limited in financial resources but rich in community support and commitment. The motto "One Team, One Town, One Family" not only applies to our competitive activities but to all academic endeavors and programs provided for our children. Partnerships with community agencies and nonprofits are well established. All entities are accustomed to working in tandem to maximize resources. Participation in the welding program will be a "win-win" for all. Research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes for students but will provide a pipeline of well trained workforce to our partners. Marketing and communication of these positive outcomes along with the data behind them will enable Elgin community and government agencies to justify resources and support as they complete their strategic planning and future budget and resource allocation. Efforts by Elgin ISD toward sustainability during the first year will include:

- Begin dialogue immediately with partners and school district leadership so that all planning and implementation is done with sustainability in mind.
- Make sustainability efforts a standing agenda item at all CTE Advisory Committee meetings.
- Form a working resource development subcommittee of community stakeholders, one school board representative, and district staff that will respond to identified program needs and investigate and recommend additional funding resources.
- Build incremental increases annually for the Welding Program into the District budgeting process.
- Provide data on student progress and program outcomes to all stakeholders. Communicate and market student benefit and positive community impact on a quarterly basis.
- Collaborate with industry and post-secondary education partners as they seek other funding sources for continuation of program services.
- Integrate with and expand upon available district resources and programs that are effective and evidence based to reduce cost of materials and teacher and staff resources.
- Invest professional development funds in a "trainer of trainers" model to build capacity to provide continued training at reduced cost.
- Complete a comprehensive review of summative data at the close of year one to prioritize services and programs and inform the budget process with the objective of meeting center and student needs as efficiently as possible.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The capstone industry certification for this program will be earned through the American Welding Society. This is the certification that was recommended by JAMCO, Dynamic Manufacturing Solutions, and the Plumbers and Pipefitters Local Union 286. This certification is also one that is accepted by TEA for the student post-secondary readiness indicator in the A-F accountability system. Additionally, Austin Community College assisted in determining that their Occupational Skills Award, Level I Certificate, and AAS degree are compatible with and support this program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 11902

Amendment # (for amendments only)

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Currently, the Welding Program offers four years of courses to students. Students are offered an OSHA 10 hour safety card. The primary focus of the program is structural welding with students entering into agriculture mechanics competitions at the local and state level. While this provides students with basic skills in welding, the needs of local industry are not covered or met.

Receiving the Perkins Reserve Grant will allow Elgin ISD to update current equipment and add new equipment to our Welding Program. In turn, this will qualify us to add dual credit courses with Austin Community College. This will allow our shop facilities to be utilized as an evening and summer site for Austin Community College. A partnership such as this is beneficial to the students in the Welding Program, students of Austin Community College, and local industry. This partnership will allow Austin Community College to offer more workforce programming at their Elgin campus, which has been voiced as a priority by the community, Elgin Chamber of Commerce, and Elgin ISD.

A large focus of the grant proposal is professional development for our teachers, which will result in their ability to teach skills that are relevant to local industry as well as provide our students with valuable certifications.

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<b>Schedule #18 – Equitable Access and Participation</b>				
County-District Number or Vendor ID: 11902		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #19 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #1B – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18--Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18: Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 11902

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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